**ENHANCING EDUCATION THROUGH TECHNOLOGY (EETT)**

**Kansas Technology Rich Classroom Program**

**Competitive Grants**

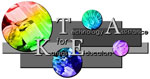
**(No Child Left Behind Act of 2001, Title II Part D)**

Request for Application (RFA) for New Awards



**Applications Due:**

**April 7, 2011 – 11:59 pm CST**



Copies of this application and support materials are on the Kansas Department of Education’s *Technology Assistance for Kansas Educators (TAKE) website at:* [*http://www.ksde.org/take*](http://www.ksde.org/take)

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*State Education Technology Coordinator*

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**Table of Contents**

|  |  |
| --- | --- |
| **Fast Facts (Available Funding, Awards, Deadlines, Timeline)** | 3 |
| **Introduction** | 4 |
| **Purpose & Goals of the Kansas TRC Project** | 9 |
| **Eligibility** | 9 |
| **Selection Criteria** | 10 |
| **Priority** | 10 |
| **Interview** | 11 |
| **Equitable Distribution** | 11 |
| **Technology Plan Requirements** | 11 |
| **Children’s Internet Protection Act (CIPA) Compliance** | 11 |
| **Private School Participation** | 11 |
| **Assurances** | 12 |
| **Altec Subcontract: Program Management, Professional Learning, Research** | 12 |
| **Grant Reporting Requirements** | 12 |
| **Use of Funds** | 13 |
| **The Kansas TRC Facilitator** | 13 |
| * Responsibilities | 14 |
| * Qualifications | 14 |
| * Schedule | 15 |
| **Definition of High Level Access to Technology** | 15 |
| **Required State Level Grant Activities** | 16 |
| **The Kansas TRC Grant Application** | 17 |
| * Applicant Information | 17 |
| * Proposed Project/Goals | 18 |
| * Implementation Plan | 18 |
| * Budget | 20 |
| **Appendices:** | 21 |
| * A: District Eligibility Listing | 21 |
| * B: Districts and Schools on Improvement | 23 |
| * C: District Building Access to Technology Data | 25 |
| * D: Research Resources | 28 |
| * E: Statement of Assurances | 29 |

**Fast Facts for SubmitTing a 2011-12 TRC grant Application**

**AVAILABLE FUNDING & ANTICIPATED AWARDS**

**Total Available Title IID Funds to be awarded:  approximately $683,000**

**Amount of Awards:** Grant awards will range from $35,000 to $100,000 per year

**Local Funds to Support the Project:** Districts are required to provide local funds to support the project--equivalent to 25% or more of requested grant amount.

**Types of Awards: Applicants will apply for funds for either:**

1. Grant Funding to support a minimum .5 FTE TRC Facilitator, job-embedded professional learning and support for participating teachers (Grades 3-8), and some supplemental technology for an existing  high access environment. (25% of requested grant amount required in local funding support) OR
2. Grant Funding to create high access, technology rich learning environments, support a minimum .5 FTE TRC Facilitator, and provide job-embedded professional learning and support for participating teachers (Gr 3-8). (25% of requested grant amount required in local funding support)

## INTENT TO APPLY: All applicants intending to apply for the Kansas EETT should submit an Intent To Apply by Friday March 25, 2011 online at: <http://bit.ly/h5oaCW> (Note: An intent to apply does not eliminate nor obligate the LEA, rather it provides important contact information to KSDE and allows KSDE to effectively administer the review and awards process.)

**APPLICATION DEADLIINE:** All applications must be delivered to Melinda Stanley via email at [mstanley@ksde.org](mailto:mstanley@ksde.org) by 11:59pm on Thursday, April 7, 2011.

**Kansas Technology Rich Classroom (TRC) Program Timeline**

|  |  |
| --- | --- |
| **March 25, 2011** | Intent to apply submitted online at: <http://bit.ly/h5oaCW> |
| **April 7, 2010** | Applications must be RECEIVED via email **to** [**mstanley@ksde.org**](mailto:mstanley@ksde.org) **by 11:59pm Thursday, April 7, 2011.** A confirmation receipt will be returned. |
| **April 8-14, 2011** | Grants reviewed, scored and ranked by reviewers |
| **April 15-21, 2011** | Interview calls with potential applicants.(Interview Questions will be posted by March 25, 2011 online at [www.ksde.org/take](http://www.ksde.org/take) ) |
| **April 15-22, 2011** | KSDE compile reviews, recommendations and rankings   * Review applications/budgets for adherence to requirements * Negotiate budgets with recommended applicants * Finalize recommendations for grant awards |
| **May, 2011** | State Board of Education will receive & act on recommendations for TRC funding. |
| **Upon approval** | New TRC Phase 9 Grant Projects begin |

**INTRODUCTION To Kansas Technology Rich Classrooms*:***

***Supporting 21st Century Learning & Teaching***

*“In the 21st century, students must be fully engaged.  This requires the use of technology tools and resources, involvement with interesting and relevant projects, and learning environments—including online environments—that are supportive and safe.”*      **-Arne Duncan, U.S. Secretary of Education   March 3, 2010**

Since 2003, the Kansas Technology Rich Classroom (TRC) Program has provided opportunities for Kansas School Districts to create collaborative, standards-driven, 21st Century Learning Environments in Grades 3-8. TRC provides professional learning, technology, and on-going support--in partnership with school/district leaders--to cultivate 21st Century Schools that:

1. Empower teachers to use technology to enhance learning opportunities for students and encourage higher order thinking. (Pedagogy)
2. Engage students in meaningful learning opportunities supported by 21st century tools and advancing their development of 21st Century skills. (Engaging Students, Technology Access)
3. Foster a collaborative culture. (Leadership/Creating a Collaborative Culture)

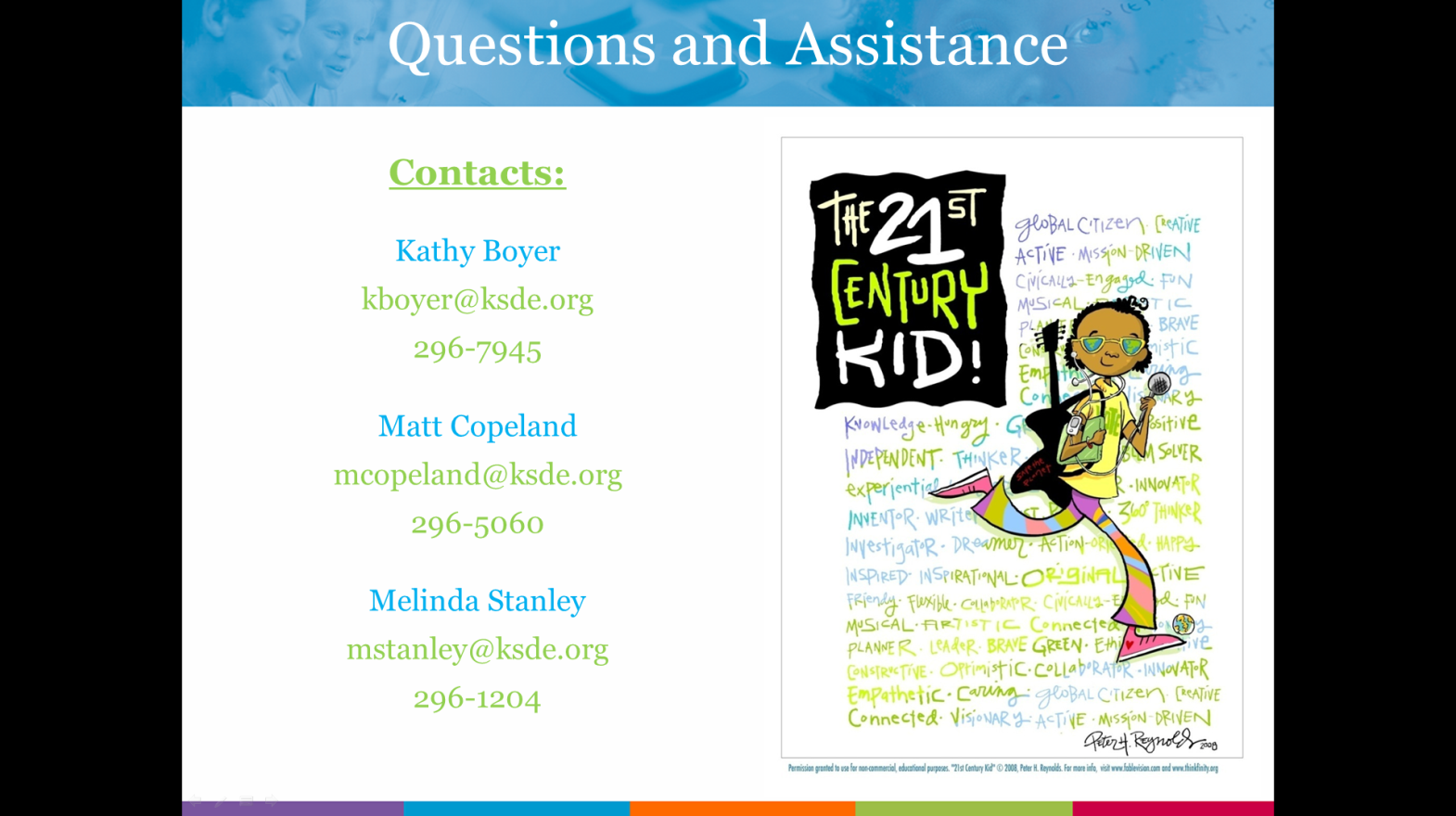
The program provides on-going classroom level support through a TRC facilitator that works side-by-side with the participating teachers in conjunction with school leaders and the Kansas TRC Leadership team. This intensive support and professional growth, coupled with 21st century learning tools, expands teachers’ ability to engage students in real-world, content-driven learning experiences that help cultivate 21st century readiness!

Over the past eight years, the TRC program has evolved and adapted to the changing education landscape. As new methods of professional learning and innovative tools and resources emerge, the TRC Leadership team works alongside grantees to embrace and grow the project along with each individual TRC teacher, as we leverage the entire TRC community to collaborate around innovative projects, tools and instructional strategies. This application process incorporates more flexibility considering current funding challenges (both at the state and local level), while maintaining a focus on 21st Century learning environments for students and teachers. The intent is to have applicants craft an overall vision for what a 21st century student, teacher, facilitator, leader and classroom will look like in their district and convey that in the application process. The budget component is also more flexible—designed to allow applicants to describe how they will leverage the funds being requested to implement their vision.

In previous versions of TRC, equipment has been a significant focus of grant dollars. This year, we have broadened the opportunity to allow districts to apply who may already have access to technology, but who have not had the capacity to provide teachers with the intensive professional learning/classroom support they need to implement instructional strategies/resources leveraging the tools they already have available to them.

As applicants approach the Kansas TRC grant application, the following pages provide some perspective and frame of reference related to students, teachers, TRC facilitators, and school/district leaders--all of whom will be directly involved, and impacted through involvement with this program.

**A Classroom Level Focus**

  
**STUDENTS**

Today's kids are born digital -- born into a media-rich, networked world of infinite possibilities.  But their digital lifestyle is about more than just cool gadgets; it's about engagement, self-directed learning, creativity, collaboration, and empowerment.  Cultivating opportunities for them to learn the content they need to know, in a way that empowers them through self interest, choices, and creative expression is something TRC Teachers cite as the most invigorating and rewarding aspect of TRC.

One powerful student example comes from a TRC Classroom in Inman, Kansas where students created podcasts, depicting “My Life as a Sandwich”.  Students collaboratively authored an original story, personifying a sandwich as it traveled through the digestive system.  Their teacher, Linley, shared, *“Students learned the digestive system way better than any other way we could have taught it!”*

Jane, a 40-year veteran teacher involved with TRC during 2009-10 testifies to the importance of creating opportunities for engaging students and unleashing their potential:

*“I guess my success has been that the* ***students in my classroom have taken off with this.****Oh gosh…I can’t teach enough, fast enough to do all the things they want to learn to do…and…[there's] not enough time so* ***they are spending time on their own, learning*** *programs finding applications they can do on their own,* ***it’s just been amazing****.  Sometimes I sit back and* ***I’m like just totally shocked at what they can actually do and their expectations and mine are so far apart*** *at times because I just don’t think they can do it, next thing I know, they have done it, you know* ***so it’s just been amazing to see what they can do.”***

Creating collaborative environments that encourage students to interact with content and each other, engages them at higher levels, while also revealing unique individual gifts and talents they may not have had an opportunity to tap in a more traditional, teacher-centered classroom.

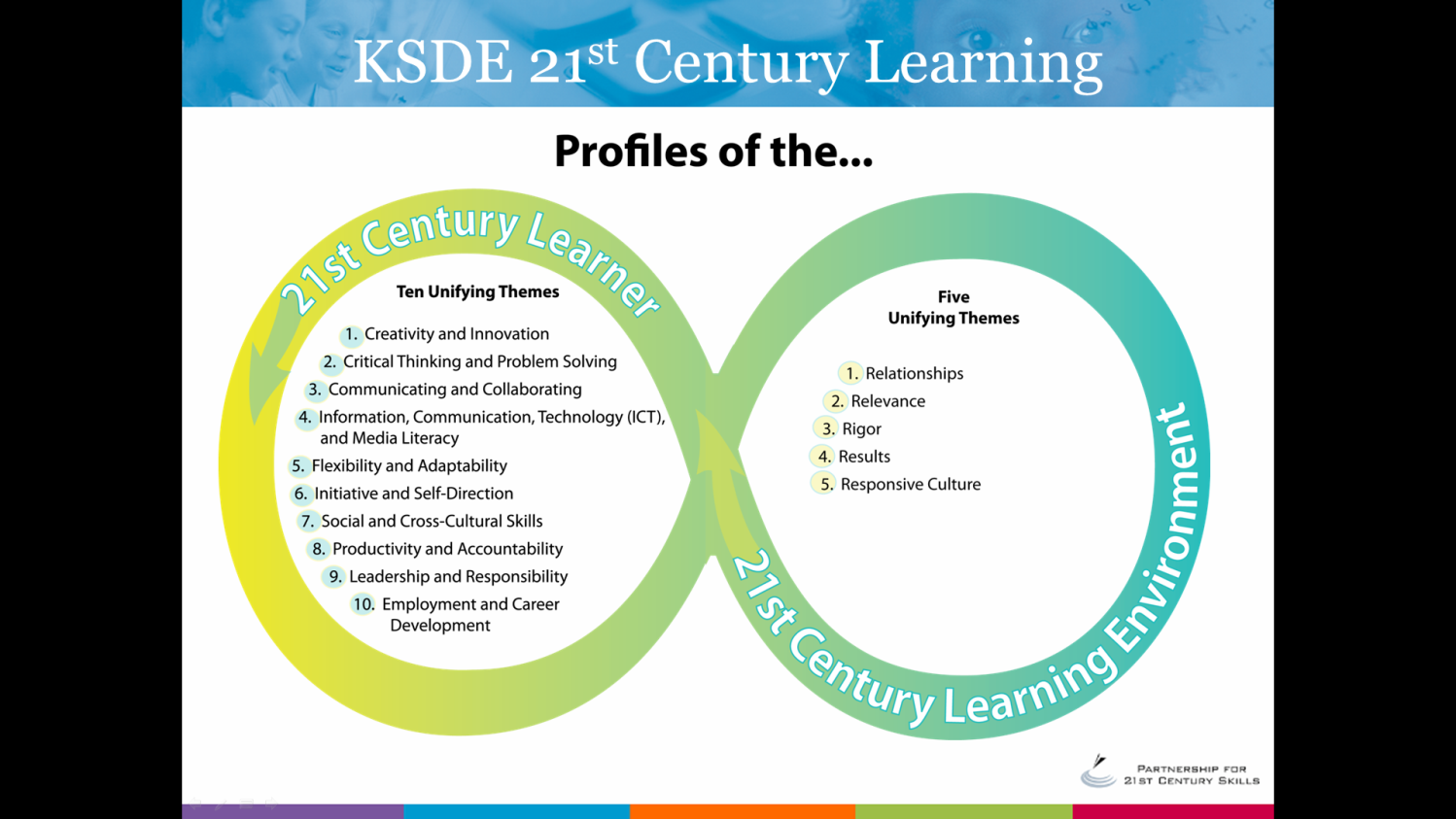
Parents are equally excited to see their students become absorbed in their learning, and uncover previously untapped gifts, talents, skills, and confidence.

Christie and Jeff, parents of a TRC student, had struggled to get their son excited about going to school prior to TRC.Christie shares *"..he would drag his feet out the door every day and last night it was 7:30, 8 o'clock and I finally had to come pick him up."* Even more compelling are the gifts and talents they now see in their son. According to Jeff*, "…now he's a kid that's showing leadership skills that we haven't seen before."*At the core--it's about engaging students in their learning--going beyond rote knowledge-- to leverage ALL available resources--to not only tap their interests--but to ***maximize their individual potential***.

**TEACHERS**

*“In the 21st century, educators must be given and be prepared to use technology tools;* ***they must be collaborators in learning****—constantly seeking knowledge and* ***acquiring new skills along with their students.****”*

 --Arne Duncan, U.S. Secretary of Education   March 3, 2010

The role of the teacher in a 21st Century Learning environment is fundamentally different. KSDE’s Profiles of 21st Century Learning outline the unifying themes of a 21st Century Learner, and a 21st Century Learning Environment. A “21st Century Learner” is defined-purposefully--to mean ‘all’—students, teachers, school leaders, and community. The role of the teacher in a TRC is as Secretary Duncan describes in the quote above---they become "collaborators of learning" and are "acquiring new skills along with their students". The “21st Century Continuum of Practices” chart, below, helps to illustrate the shifts that we are working towards. With intensive professional and instructional support from the TRC Facilitator, teachers, school leaders, and district administrators, along with the broader TRC Leadership Team and TRC Community, together, we can build a collegial system of support to draw on for sharing expertise, ideas, resources, and sometimes for simply offering encouragement. The transition is not immediate, and requires a gradual approach, as teachers become comfortable in a more collaborative, student-centered environment.



For TRC teachers, this shift is admittedly hard work—described at times like trying to build a plane while you’re flying it—as described in this media clip shared with TRC Teams: <http://bit.ly/16hpn7> . It can—and will--be demanding and frustrating at times, yet exhilarating and rewarding. TRC Teachers are energized by their students' individual enthusiasm to learn, to become empowered and motivated, which spurs TRC teachers onward—persisting through inevitable challenges that arise, in efforts to accomplish the learning at hand.

Although the transition takes time, the approach advocated within TRC is simple: TRC teachers, in collaboration with their facilitator, begin with the content standards, think through the desired learning process and 21st Century Skills, and determine the best tools to enhance teaching and learning.

One TRC teacher summed it up, “*We don't use technology for technology's sake.  We use it because it engages students and helps us to saturate our day with meaningful experiences."*

Many TRC alumni have cited TRC as a highlight in their career, as the most inspiring professional learning they’ve ever done, and as a ‘game changer’ for the impact it has had on the kids in their classroom, as well as on them as professionals, and as individuals.

**TRC FACILITATOR**

The feedback from Phase 1-8 TRC Classroom Teachers has been clear:  the instructional shifts that occur in TRC Classrooms to create a student-centered, technology empowered, collaborative environment ***would not*** take place without the on-going support, expertise, and encouragement of the TRC Facilitator.  This project is intended to provide districts with funding to ensure **sustainable professional learning** and **classroom level support for teachers to create 21st Century classrooms where students are empowered to innovate, create, collaborate, and engage in meaningful learning opportunities around academic standards.**

The TRC Facilitator plays a critical role in the success of the TRC grant, as they provide support to participating TRC teachers through constant communication, in-classroom co-teaching, co-planning, mentoring, identifying resources and tools, etc. The TRC Facilitator can serve as a navigator for classroom teachers as they work to map out content-rich, student driven learning experiences empowered by technology tools, resources, and experts. The facilitator works with the team to provide local professional learning days, and serves as the main contact with the statewide TRC Leadership Team, who in turn, provide extensive support for the all of the TRC facilitators.

This collaborative focus to support the needs of participating teachers, is one of the underlying successes of the program. Thru the collective brain trust of the entire TRC Community, ideas, resources, and opportunities are shared and serve teachers as ‘just in time’ professional learning driven by the needs at hand.

Traditionally, the facilitator role has been limited to a .5 FTE per grant, however, in this application, as we work to provide districts more flexibility to meet their individual needs, the grantee may specify the FTE—a minimum of .5 FTE, up to a 1.0 FTE for the facilitator role.

**LEADERSHIP**

These shifts are not simply about 1 thing--but rather, incorporate a multitude of things that happen in concert.  At Inman Elementary, Inman, Kansas, success was a testament to the immense support of the local Board of Education, district Superintendent Kevin Case, former school principal Sharon Brannon, district support staff, the TRC Facilitator, and the commitment of the teachers, as well as the involvement of the parents and community.  With the support of the entire educational community, students at Inman Elementary are collaborating, creating and being inspired and challenged on a daily basis.

Former Inman Elementary principal, Sharon Brannan was enthusiastic about the changes taking place at the school. *"The outcome has just been phenomenal.  Not only for student learning and our achievement scores have just exploded but just relationship building. We have had many workshops where teachers are helping teachers. So it has trickled all the way down through the preschool."*

The most successful Kansas TRC Grants, have school leaders who are highly involved and supportive of the project. To ensure the success of the TRC Project, TRC District Administrators have done such things as:

* Involved potential TRC teacher participants in the Grant development
* Crafted a common vision for success
* Incorporated opportunities for participating teachers to collaborate
* Encouraged/arranged peer classroom visits
* Assisted or provided guidance in planning local professional learning days
* Created opportunities for TRC classrooms, teachers, and students to share their experiences with the community, school board, parents
* Visited TRC Classrooms on a regular basis to encourage them and see them ‘in action’
* Provided a monthly update for other district administrators/principals of the progress
* Communicated with TRC Teachers on an ongoing basis to check in, offer encouragement, seek feedback
* Provided assistance in resolving technical problems
* Provided support for teachers’ use of Web 2.0 tools that may traditionally be ‘blocked’
* Recognized the ‘above and beyond’ efforts of TRC Teachers through an incentive or a stipend
* Served as an ambassador to seek community involvement in project-based learning opportunities.
* Promoted successes/highlights in the school/district newsletter, TV station, etc.
* Participated in TRC Events alongside the TRC Team
* Encourage TRC Teams to share their knowledge with others in the school/district
* Ask TRC Teams for reflective feedback, input, and guidance
* Encourage collaboration among all involved—school leaders, district staff, teachers, etc.
* Advocate for funding for TRC to State legislators/Governor on behalf of students and teachers.

**If you fail to honor your people,  
They will fail to honor you;  
It is said of a good leader that  
When the work is done, the aim fulfilled,  
The people will say, "We did this ourselves.**  
~Lao Tzu, , 604-531 B. C., Founder of Taoism, Tao Te Ching

Through our work with TRC schools, teachers and facilitators over the last eight years, we have had the opportunity to work with over 324 classroom teachers in 111 elementary schools and 13 middle schools across the state of Kansas.  We have encouraged participants to *think of this as a journey—not a destination*—and along the way have learned many overarching lessons about the best ways to empower student learning utilizing technology and 21st Century skills.

We leave you with a few of the compelling lessons we, as a TRC Community, have learned:

**We have learned that technology and 21st Century skills are simply tools.** 

 **We have learned that differentiated instruction for ALL learners can be facilitated using technology tools and 21st Century skills**

**We have learned that without the intensive professional development and support provided through the support of the TRC Facilitator, significant classroom level change would not occur.**

**We have learned that with strong leadership, TRC can provide a catalyst for change.**

**PURPOSE & GOALS OF THE KANSAS TRC PROJECT**

**This project is funded through federal Enhancing Education through Technology (EETT) funding, which outlines 3 specific program goals:**

1. **To improve *student* academic achievement through the USE of technology in schools**
2. **To ensure every student is technologically literate by the end of eighth grade, and**
3. **To encourage the *effective integration of technology through teacher training***

Aligned with EETT Goals, the Goals for the Kansas Technology Rich Classroom Project are to:

* ***Empower teachers to use technology to enhance content focused learning opportunities for students and encourage higher order thinking. (Pedagogy)***
* ***Engage students in meaningful learning opportunities supported by 21st century tools and advancing their development of 21st Century skills. (Engaging Students, Access)***
* ***Foster a collaborative culture. (Leadership/Creating a Collaborative Culture)***

The project combines state level support, professional learning and research in attempts to provide evidence that technology, when integrated into a 21st Century learning environment and supported by strong, on-going professional development, can have a positive impact on student engagement and achievement.

To do so, this competition will award grants to LEAs to fund at least a .5 FTE position to support at least 4 classroom teachers (Grades 3-8) and if desired, hardware/software tools in their efforts to:

1. Integrate technology into the classroom using research-based instructional methods and ongoing professional development
2. Create a collaborative/participatory 21st Century Classroom that empowers and engages students through technology supported instructional opportunities.

**ELIGIBILITY**

ELIGIBLE LOCAL ENTITY: The term “Eligible Local Entity” means:

* A HIGH-NEED LOCAL EDUCATION AGENCY, defined as a local educational agency (LEA) that

1. Is among the LEAs in a State with the highest numbers or percentages of children from families with incomes below the poverty line **(See Appendix A)**
2. **AND** meets 1 of the following criteria:
   * Operates one or more schools identified for improvement or corrective action under section 1116 of th ESEA; **(See Appendix B)**  
     OR:
3. Has a substantial need for assistance in using technology.

***Note****:* LEA’s that have previously participated may apply. **All awards must be made to an eligible LEA listed in Appendix A.**

**An “eligible local partnership” is a partnership that includes at least one high-need LEA (per Appendix G) and:–**

1. An LEA that is not listed as a high need LEA per Appendix G
2. An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.
3. A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
4. A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The partnership may also include other LEAs, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

**SELECTION CRITERIA: Scoring Guide**

**Overview of Proposed Project (30 points)**

* Includes all of the requested information
* Are unique and innovative
* Describes how the project will support development of 21st Century Learning Environments conducive to meaningful learning opportunities for students and staff.
* Clearly connects the proposed project with compelling student academic needs
* Clearly connects the proposed project with teacher professional development/support needs
* Clearly connects the proposed project to the schools’ need for access to technology

**Goals of the Proposed TRC Project (30 points)**

* Includes all of the requested information
* Enhance learning opportunities for students and teachers through collaboration
* Encourage higher order thinking in the classroom
* Engages students through project based, student-centered approaches
* Utilize 21st Century Tools, including access to Web 2.0 resources
* Incorporates opportunities for participating teachers to collaborate among themselves, with other school staff, and school leaders, to help foster a participatory culture
* Demonstrates leadership involvement and support for the TRC team

**Implementation Plan (30 points)**

* Includes all of the requested information
* Shows commitment to sustainability through the use of a district (in-house) facilitator
* Clearly describes how the facilitator’s experience, and qualifications will support the project
* Provides a clear plan for how the facilitator will work with participating teachers/school leaders
* Participating teachers involved support the information presented and goals of the project
* Local Professional Learning Plan provides clear evidence of how the professional learning supports the goals of the project.
* Incorporates opportunities for participating teachers to collaborate

**Overall Score (10 Points)**

**PRIORITY** will be given to those districts/schools:

1. Currently listed as on improvement (+20 points) ***(See Appendix B)***
2. With the **highest need for access to technology**, based on the district and school’s student/computer ratio reported in the Principal’s Building Report Fall 2010   
   ***(See Appendix C)***
   1. Schools with a student to computer ratio exceeding 5 students per computer (+10 points)
   2. Schools with a student to computer ration between 3.5 and 4.99 per computer (+5 points)
   3. Districts in the top 10% of those with the highest student/computer ratios (+5 points)
3. Schools who have not previously participated (+10 points)

## INTERVIEW

The Kansas State Department of Education reserves the right to interview proposed LEA project personnel in order to make award decisions. Applicants should be available by phone for interviews between April 15-21, 2011. Interview questions will be published online at [www.ksde.org/take](http://www.ksde.org/take) by March 25, 2011.

**EQUITABLE DISTRIBUTION**

KSDE must ensure an equitable distribution of Ed Tech competitive grant funds among urban and rural areas, according to the demonstrated need of those LEAs serving the area. Actual points from the readers will be the primary source to consider grant awards, however, geographic distribution may also be a consideration after all points are totaled.

## DISTRICT TECHNOLOGY PLAN

Districts receiving EETT funds must have an approved Technology Plan on file with the Kansas State Department of Education. Information about Technology Planning is at: <http://www.ksde.org/take>.

**CHILDREN’S INTERNET PROTECTION ACT CERTIFICATION**

An LEA seeking Ed Tech Funds must be in compliance with CIPA, and certify that one of the following condition exists:

* The District/School receives E-rate discounts for Internet Access and/or Internal Connections and submits CIPA Certifications to the FCC as part of the E-rate Application process.
* Every “applicable school” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An “applicable school” is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)
* Not all “applicable schools” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
* The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

**PRIVATE SCHOOL PARTICIPATION**

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section. More information on Title I Services to Eligible Private School Students Guidance can be found at: **http://www.ed.gov/programs/titleiparta/psguidance.doc**

When applying, the applicant (Lead LEA) will be asked to verify on the provided assurance that timely and meaningful consultation has occurred with any private accredited schools within the district. The district may also be requested to provide additional information such as:

1. a copy of the letter that was sent inviting nonpublic school representatives to participate in consultations;
2. A list of nonpublic schools and the associated school representative(s) to whom the letter was sent;
3. Method of Contact:  Letter, Telephone, E-mail, etc.
4. Description of how private accredited school will participate.

## ASSURANCES

An institutional representative with appropriate endorsement authority for each LEA must sign and date the Statement of Assurances **(Appendix E)** and mail to KSDE, ATTN: Melinda Stanley by April 7, 2011.

## ALTEC SUBCONTRACT: PROGRAM MANAGEMENT, PROFESSIONAL LEARNING, EVALUATION

Advanced Learning Technologies, at the University of Kansas, will be subcontracted through this grant to provide the formal implementation, professional development, evaluation activities and support, and program management for the Technology Rich Classroom Project. Each grant applicant will budget 8.5% of the grant amount to pay for contracted services to ALTEC (ie. If a $50,000 Grant, this would be computed at 8.5% of $50,000) . This subcontract to ALTEC covers the cost of the TRC team to participate in professional development, research, and support activities . A Memorandum of Agreement/invoice will be sent to successful grant applicants, including details of each of these activities.

**ALTEC-PROFESSIONAL LEARNING**

ALTEC provides extensive professional learning opportunities and support for TRC Grantees. Professional learning is a critical factor in the success of the Technology Rich Classroom Project. ALTEC coordinates and conducts the statewide TRC training for all TRC Grant Recipients, as well as providing ongoing support for facilitators in their efforts to provide the ongoing professional learning support for teachers at the local level. ALTEC coordinates all of the professional learning activities in consultation with KSDE.

## ALTEC-PROGRAM RESEARCH ALTEC in coordination with KSDE will work with Grant Teams to conduct the program evaluation. A variety of data collection techniques, surveys and feedback from all levels of grant participants, along with video observations, telephone or onsite interviews/visits will be conducted. Data collected for statewide evaluation will be reflective of the classroom environment as a result of the Technology Rich Classroom intervention and will only be reported in aggregate form. If awarded, participants agree to participate in the following types of research activities:

* Surveys/Questionnaires - completed by Administrators, Facilitator, Teachers, Students
* Case Study Participation - submitted by the Building Principal and Facilitator (template provided)
* Lesson Plans/Videos - submitted by the Facilitator
* Classroom Observations - conducted by ALTEC

## GRANT REPORTING

## KSDE will notify grantees of reporting requirements. Grantees are required to submit a year-end budget report and total project report at the end of the grant, and may be required to provide additional data if requested. It is the responsibility of the LEAD LEA/Grant Contact to submit these reports with the input of all team participants.

**USE OF FUNDS**

Phase 9 continues to evolve the TRC vision by providing grants for a maximum of $100,000 per grant to support districts in innovating sustainable instructional opportunities in the classroom.  The Phase 9 project provides applicants ***flexibility to seek funding*** for the following:

1. TRC Facilitator (.5 FTE minimum) to support teachers (minimum of 4 per.5 FTE Facilitator) in engaging students in meaningful, higher order, 21st century learning opportunities using technology   (Facilitator is required; minimum of 4 teachers Gr 3-8 for each .5 FTE facilitator)

1. Professional Learning and Collaboration provided through on-going State Activities & Local Professional Learning Days (Minimum of 6 Local Professional Learning Days required)
2. Technology Tools to provide a high level of access in the classroom (At applicant discretion based on definition provided on page 15)

**Eligible Use of Grant funds include:**

* TRC Facilitator Salary  (up to 1.0 FTE)
* Professional Development:
  + Travel for the facilitator/teachers to attend events
  + Local Professional Development for the Team
  + Subs required for Team to conduct Local Professional Development days
  + Stipends for Participating Teachers
* Technology Hardware, Software, Subscription-based Resources, and Supplies

25% of the Grant funds MUST be spent on Professional Development.

8.5% of the Grant funds MUST be allocated to ALTEC Professional Development/Project Management/Collaborative Environment Support/Research

**Local Funding Support**

Applicants must provide the equivalent of 25% of the requested grant amount in local funding support for this project.  For example, a $100,000 grant request would require a minimum of $25,000 of local funding support.   Local funding support may fund any of the items listed above in 'Eligible Use of Grant Funds". In addition, items such as the cost of providing wireless internet access to the participating schools or the salary for the Kansas TRC Facilitator can be considered local funding support if funded through local means.

**The Kansas TRC Facilitator: Role, Responsibilities, Qualifications, & Schedule**

The Kansas TRC Facilitator plays a critical role in the success of the TRC grant.  In order to create and sustain a 21st Century Technology Rich Classroom, the Facilitator involved is preferably a district employee dedicated to providing professional learning opportunities, technology leadership, classroom-level support and job-embedded professional development for the teachers involved in the project. Having this person available in the district helps foster a network of local support, provide ongoing flexibility to meet the needs of the teachers involved, while also developing ‘in house’ expertise, and capacity to sustain and grow the effort more strategically.   
  
The TRC Facilitator must be a minimum of .5 FTE. The Responsibilities outline the expectations of a person in the TRC facilitator role. The Required Qualifications are essential components of a TRC facilitator skill set to ensure successful grant implementation.  

**Responsibilities (non-negotiable):**

* Minimum half-time employment equal to 4 hours per day/20 hours per week, working with participant teachers and state TRC Team.
* Fulfill all program professional learning, implementation and evaluation activities and requirements (professional learning plans, contact logs, plan of work, surveys, etc.).
* Plan, organize and conduct local TRC Team professional learning requirements including a minimum of 6 days of local professional learning.
* Conduct onsite, weekly in-classroom support for TRC teachers including co-teaching, mentoring, lesson plan development, resource sharing, collaboration, etc.
* Attend ALL state and local professional learning events and ALL organizational meetings. (Travel may be necessary).
* Provide leadership through collaboration with local team, school administrators, other TRC Facilitators, and state TRC Team.

Agree to be an active contributor and collaborator in the statewide TRC Project.

* Agree to support the TRC project goals through local implementation and on-going modifications.
* Agree to maintain contact with state TRC Team.
* Agree to participate in TRC professional learning activities and collaboration virtually via web conferencing, online workshops, conference calls and other means as necessary.

**Required Qualifications:**

* content area expertise pertaining to integrating technology into the selected focus content area (i.e. highly qualified certification, National Board Certification in Content Area, state standards academy, etc.)
* technology expertise in the use and integration of required equipment/software
* experience in identifying and integrating curriculum focused web-based resources
* experience working with students, teachers and principals
* effective communication with colleagues
* history of responsibility for task completion

**Preferred Qualifications:**

* BA/BS in Education or Computer/Educational/Information Technology
* District employee of district(s) submitting application

*Experience/formal training in:*

* providing individual professional learning opportunities and support for classroom teachers
* leading group professional learning events (workshops, seminars, classes, etc.)
* in-classroom instructional coaching/mentoring (i.e. Formal mentoring training)
* facilitating a student-centered learning environment with technology; (i.e.  active participation, cooperative learning, best practices, etc.)
* constructivist principles into the classroom, such as inquiry-based learning, collaborative learning and project-based learning. (i.e. INTEL®  Master Teacher Trainer, Buck Institute, etc.)
* effective teaching practices that more powerfully infuse technology in their classrooms.
* high level of skills in the effective use and integration of wireless networks, Smartboards, digital cameras, multimedia software, personal productivity software (i.e. Office), Inspiration software, and
* uses web-based collaboration tools such as blogs, web page development tools, online collaboration sites

**Schedule:**

The Kansas TRC Facilitator must be a minimum of .5 FTE in this role, and support a minimum of 4 teachers per .5 FTE; a 1.0 FTE would support 8 or more teachers in this capacity. The facilitator schedule should be developed to best support the needs of the participating teachers, to ensure co-planning, co-teaching, modeling lessons, etc. can be accomplished. The TRC Facilitator should aslo have ongoing opportunities to meet with teachers for planning upcoming lessons. A sample schedule is below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day of the Week: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Teacher A | 7:45-9:45 |  |  |  |  |
| Teacher B | 9:55-11:55 |  |  |  | 7:45-9:45 |
| Teacher C |  |  |  | 7:45-9:45 |  |
| Teacher D |  | 7:45-9:45 |  |  | 9:55-11:55 |
| Teacher E |  |  | 8:00-12:00 |  |  |
| ...and so on.... |  |  |  |  |  |
| Grant Administration |  | 9:55-11:55 |  | 9:55-11:55 |  |
| Other Job Position (if applicable) | 12:30-4:30 | 12:30-4:30 | 12:00-4:30 | 12:30-4:30 | 12:30-4:30 |

***Note:******Admin time*** *is for finding TRC teacher resources, planning, participating in state level TRC activities and so on. Not all teachers receive the same level of support in this example because the needs of individual teachers were taken into consideration when planning. For instance, Teacher A is very comfortable with using technology with her students and needs a facilitator to help her co-plan and come up with ideas and resources. On the other hand, Teachers B and D need more intense, repeated support during the week for co-teaching and modeling.*

**THE ELEMENT OF ACCESS: DEFINITION OF HIGH LEVEL ACCESS TO TECHNOLOGY**

Providing access to 21st Century tools is core to this project.  The approach for this Phase 9 project incorporates a basic premise that many classrooms may have some level of access to the desired tools, and provides for variances in the needed technologies from school to school, as well as from classroom to classroom. The intent is for applicants to specifically outline the technology(ies) needed, based on the definition below,  to create high access environments that support the types of collaborative, 21st Century approaches outlined above.  A narrative summary of all technologies budgeted (either through grant dollars or local funding support) should be clearly outlined in the BUDGET spreadsheet.

The Definition of a high level of access to technology in the classroom is defined as:

1. a minimum of 1 Computer for Every 2 Students in participating classrooms
2. a teacher computer and LCD projector in each participating classroom
3. an interactive whiteboard, interactive projector, or interactive tablet device (ie. such as a SMART Airliner, Promethean ActiveSlate, Mobi, etc.) in *each participating classroom*
4. a minimum of 1 digital camera *and* 1 digital video camera (ie. FLIP, Kodak Playsport, etc.) *per participating classroom*
5. wireless internet access in all participating schools/classrooms (not eligible for grant funding, but can be included as locally funded support).
6. access to Web 2.0 and Collaboration tools such as Google Docs, Ning, Adobe Connect, Live Meeting, Skype, Wikispaces, Blogspot, Edmodo,Diigo, Meeting Wizard, Survey Monkey, Qualtrics Online Evaluation resource.

Districts may leverage project funds (grant or local funding) to supplement, enhance, or provide access to the technology listed above.  Technical assistance/support for the participating facilitator and teachers is a commitment beyond the scope of grant funding provided through this project (and should not be included as locally funded support). Districts may leverage project funds (grant or local funding) to add, enhance, or provide access to the technology listed above.  Wireless internet access should be provided by the district, and ***can be included in the project as locally funded support.***

**REQUIRED STATE LEVEL GRANT ACTIVITIES**

**Applicants commit to participating in state coordinated events, and should include the following events in the grant budget:**

**Building/District Leaders- State Professional Learning/Collaboration:**

|  |  |  |
| --- | --- | --- |
| Date | Event | Location |
| June 2011 -June 2012 | Monthly Leadership Collaborative for participating School Principals (and Superintendents if desired);  to include NING discussion group, webinar, article reviews/discussions, etc. |  |
| Sept. 2011 | TRC Conference | Manhattan |
| April 2012 | Spring TRC Celebration Showcase | Central Location |

**TRC FACILITATORS-State Professional Learning/Collaboration**:

|  |  |  |
| --- | --- | --- |
| Date | Event | Location |
| June-July 2011 | INTEL Teaching Thinking With Technology Master Trainer Course (5 days;  KSDE Funds a stipend of $375 per facilitator for attendance--grantees should budget travel/hotel/meals to nearest location) | Multiple: Andover, Colby, Lawrence |
| July 2011 | 2-1/2 Day TRC Facilitator Institute | Lawrence, KS |
| July 2011-April 2012 | INTEL Elements Courses-Virtual (Multiple Offerings: Project-Based Approaches, Collaboration in the Digital Classroom, Assessments) |  |
| Sept 2011 | Conference for TRC Facilitators and Participating Teachers | Manhattan, KS |
| Oct 2011 | Facilitator Virtual Meeting |  |
| Nov 2011 | Facilitator Institute Day | Lawrence, KS |
| Jan 2012 | Facilitator Virtual Meeting |  |
| Mar 2012 | Pre-Mace Face to Face Meeting with Facilitators | Manhattan, KS |
| April 2012 | TRC Celebration Showcase with Facilitators and Teachers | Central Location |

**participating teachers-State Professional Learning/Collaboration:**

|  |  |  |
| --- | --- | --- |
| Date | Event | Location |
| June 2011-July 2012 | Collaborative opportunities through the Kansas TRC Ning (ongoing). |  |
| September 2011 | Fall TRC Conference for TRC Facilitators and Participating Teachers (include budget for travel) | Manhattan, KS |
| April 2012 | Spring TRC Celebration Showcase |  |

Grant applicants may use grant or local funding to attend a national or regional education technology conference such as ISTE, Florida Ed Technology Conference (FETC), KS-MACE, etc.

**THE KANSAS TRC GRANT APPLICATION**

An Application Template (Word) and a Budget Template (Excel) will be posted online by Wednesday, March 9, 2011 at [www.ksde.org/take](http://www.ksde.org/take)

These templates are designed to accelerate the application process, and will include specific application requirements (ie. Font size, spacing, etc.). Applicants are encouraged to use them.

**APPLICANT INFORMATION:**

 The primary purpose for seeking EETT Funding for this project is (check one):

\_\_\_\_ Grant Funding to support a minimum .5 FTE TRC Facilitator, job-embedded professional learning and support for participating teachers, and some supplemental technology for an existing  high access environment. (25% of requested grant amount required in local funding support)

\_\_\_\_ Grant Funding to create high access, technology rich learning environments, *and* support a minimum .5 FTE TRC Facilitator, job-embedded professional learning and support for participating teachers.  (25% of requested grant amount required in local funding support)

Requested Grant Amount: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead District 1 Name:

District 1 Superintendent:

School 1 Name:

School 1 Principal:

Other Schools Participating within the District (please list):

If Partnering with another District:

District 2 name:

District 2 Superintendent:

District 2 Participating School(s) Name:

Kansas TRC Facilitator Name:

FTE:

**APPLICATION PROCESS WILL INCLUDE narrative responses to the following:**

**the proposed Project (3 Page limit) 30 points**

Briefly describe the proposed project.

Describe the project/district's commitment to develop 21st Century Learning Environments and meaningful learning opportunities for students and staff.

 Describe the compelling need(s) the district/school has for this project related to: 

1. student academic achievement,
2. teacher professional development/support to integrate technology,
3. the need for technology.

Provide specific justification for why this project is needed and why it should be funded.

**Goals of the Proposed TRC Project (5 page limit)** 30 points

Please provide responses to the following questions:

How will this project support/empower teachers to use technology to enhance learning opportunities for students and encourage higher order thinking? (Pedagogy)

How will this project engage students in meaningful learning opportunities supported by 21st century tools and advancing their development of 21st Century skills? (Engaging Students, Access)

How will district and school leaders foster a collaborative culture that supports, sustains, and grows this project? (Leadership/Creating a Collaborative Culture)

**IMPLEMENTATION PLAN (5 page limit) 30 points**

**KANSAS TRC FACILITATOR**

**Please describe** the proposed Kansas TRC Facilitator's experience, qualifications, and how the proposed facilitator will work with participating teachers to implement the project. 

**Please include** how the TRC Facilitator will provide professional learning opportunities, technology leadership, classroom-level support and job-embedded professional development for the teachers involved in the project as well as work with school leaders.

**Estimation of Facilitator Weekly Schedule**

**(please feel free to customize the table if necessary to adequately reflect the grant vision):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day of the Week: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Teacher A |  |  |  |  |  |
| Teacher B |  |  |  |  |  |
| Teacher C |  |  |  |  |  |
| Teacher D |  |  |  |  |  |
| Teacher E |  |  |  |  |  |
| ...and so on.... |  |  |  |  |  |
| Grant Administration |  |  |  |  |  |
| Other Job Position  (if applicable) |  |  |  |  |  |

**Please indicate the TOTAL number of Teachers (Gr 3-8) impacted:**

**Participating Gr 3-8 Classroom Teachers** (please list all teachers from all schools)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School: | Teacher Name: | Grade Level: | Content Area: | Email: | Phone: |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**LOCAL PROFESSIONAL LEARNING PLANS**

Applicants must plan a minimum of six (6) teacher release days at the local level.   Professional learning will be facilitated by the Kansas TRC Facilitator. Up to two (2) days may be completed prior to the start of school. If learning days are scheduled on non-duty days, please include a stipend for participants/trainers.

***Please provide a narrative description*** of the intended professional learning days:

***Please complete the following training plan*** that supports the narrative above:

|  |  |  |
| --- | --- | --- |
| Date | Time | Description |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**BUDGET**

***A separate Budget Template will be posted by March 9, 2011*** for submission of the Grant Budget. Please use the following naming convention for your Budget Spreadsheet: USD### Phase 9 TRC Budget.xls

Required Budget Elements:

1. A minimum of 25% of grant funds must be targeted on professional development.
2. A minimum of 8.5% of the requested grant funds must be allocated to ALTEC for project management, professional learning, project evaluation.
3. Local funding support in the amount equivalent to 25% of requested grant funds must be allocated at the local level.

See the Use of Funds section on page 12, and the actual budget template for additional information.

Grant applicants may use grant or local funding support attendance at a national or regional education technology conference such as ISTE.

**OVERALL PROJECT BUDGET WORKSHEET:**

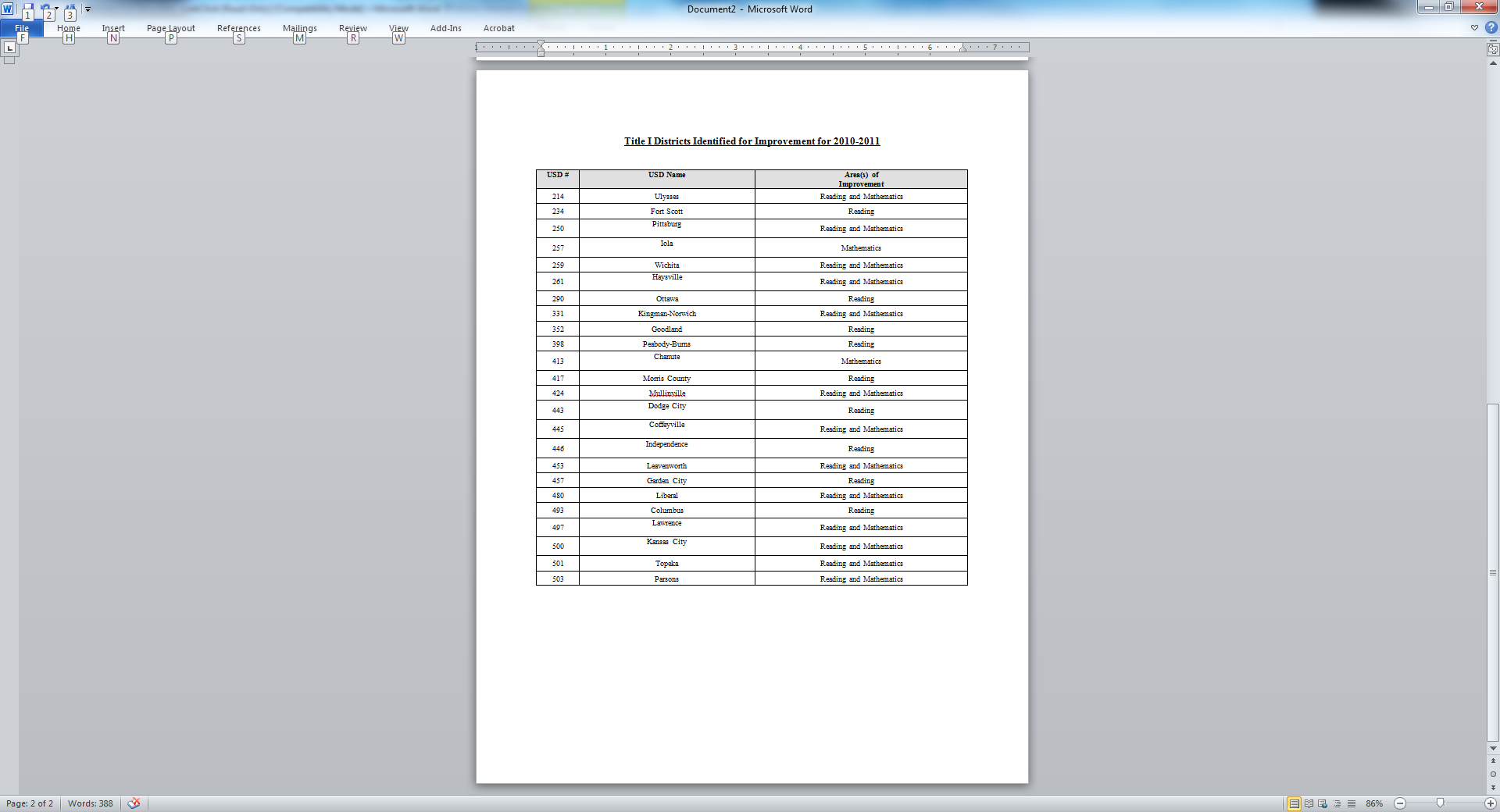
|  |  |  |  |
| --- | --- | --- | --- |
| Account Name | EETT Funds | Local Funds  ( Min of 25% of Requested EETT Grant amount) | Project Total Funds |
| **PROFESSIONAL DEVELOPMENT** |  |  |  |
| **Personnel Salary/Wages** Facilitator pay, stipends, etc. |  |  |  |
| **Personnel Fringe Benefits** – Related to Personnel Salary |  |  |  |
| **Substitutes** |  |  |  |
| **Stipends** |  |  |  |
| **Contractual**  ALTEC fee of 8.5% of EETT funds |  |  |  |
| **TRAVEL**– mileage, per diem, lodging, etc. |  |  |  |
| **EQUIPMENT/HARDWARE**   (Total from Hardware Table) |  |  |  |
| **SUPPLIES AND MATERIALS**  Software (from Software Table)  Office Supplies  Other Materials |  |  |  |
| **GENERAL OPERATING COSTS** Duplicating, postage, etc. |  |  |  |
| **INDIRECT COSTS (limit of 3.35%)** |  |  |  |
| **Totals** |  |  |  |

**APPENDIX A: ELIGIBILITY LISTING BASED ON 2010 CENSUS DATA**

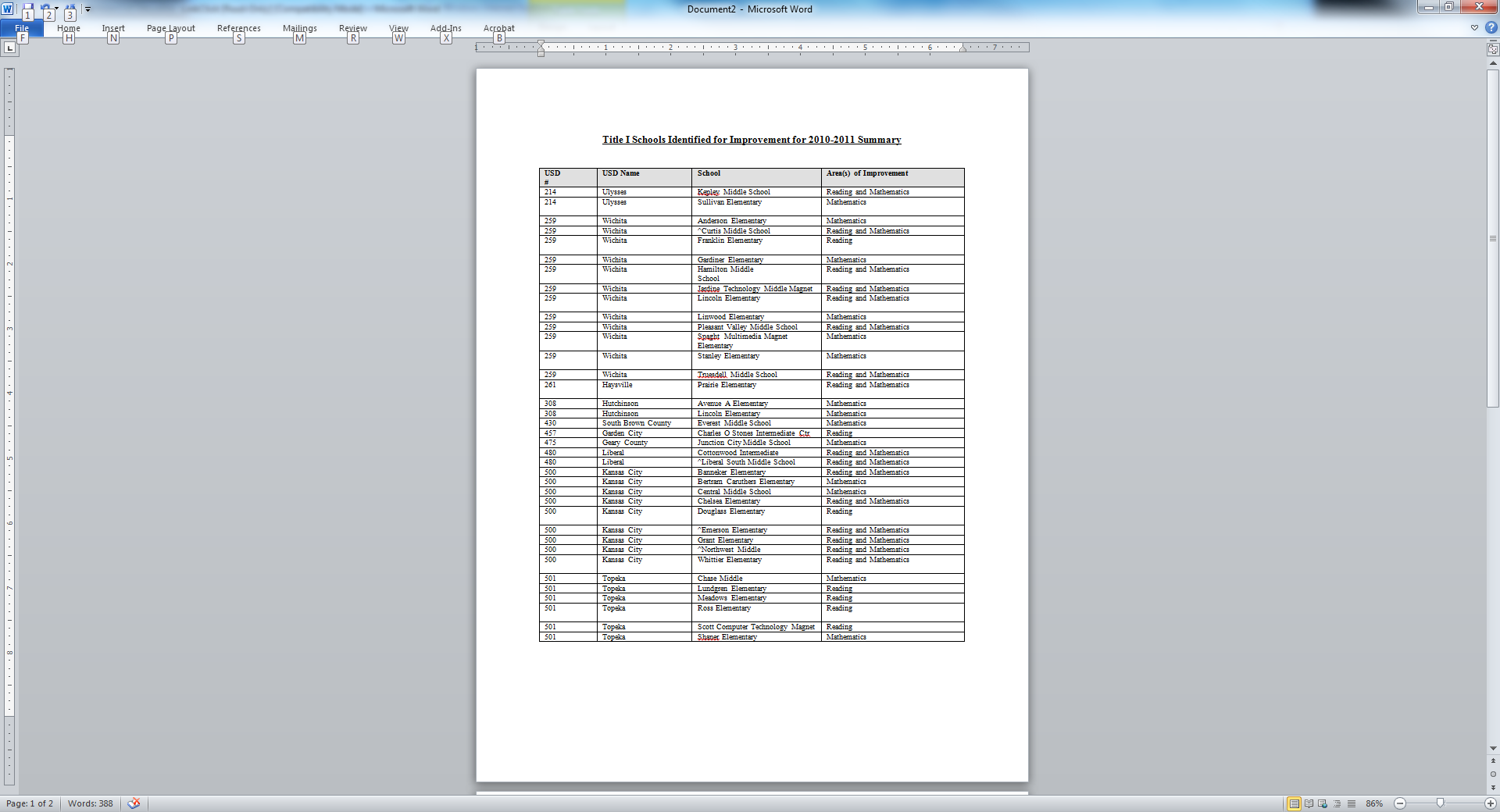
The following districts represent those with a *percent of children ages 5-17 in poverty above the state average of 14.38%*, or the *top quartile of districts with the highest numbers* of children in poverty.

|  |
| --- |
| Abilene Unified School District 435 |
| Anthony-Harper Unified School District 361 |
| Arkansas City Unified School District 470 |
| Ashland Unified School District 220 |
| Atchison County Comm Schools Unified School District 377 |
| Atchison Public Schools Unified School District 409 |
| Attica Unified School District 511 |
| Auburn-Washburn Unified School District 437 |
| Augusta Unified School District 402 |
| Baldwin City Unified School District 348 |
| Baxter Springs Unified School District 508 |
| Blue Valley Unified School District 229 |
| Bonner Springs Unified School District 204 |
| Buhler Unified School District 313 |
| Burrton Unified School District 369 |
| Caldwell Unified School District 360 |
| Caney Valley Unified School District 436 |
| Cedar Vale Unified School District 285 |
| Central Heights Unified School District 288 |
| Centre Unified School District 397 |
| Chanute Public Schools Unified School District 413 |
| Chase County Unified School District 284 |
| Chase-Raymond Unified School District 401 |
| Chautauqua County Community Unified School District 286 |
| Cherokee Unified School District 247 |
| Cherryvale Unified School District 447 |
| Chetopa-St. Paul Unified School District 505 |
| Cheylin Unified School District 103 |
| Circle Unified School District 375 |
| Clay Center Unified School District 379 |
| Coffeyville Unified School District 445 |
| Columbus Unified School District 493 |
| Concordia Unified School District 333 |
| Copeland Unified School District 476 |
| Crest Unified School District 479 |
| De Soto Unified School District 232 |
| Deerfield Unified School District 216 |
| Derby Unified School District 260 |
| Dexter Unified School District 471 |
| Dodge City Unified School District 443 |
| El Dorado Unified School District 490 |
| Elk Valley Unified School District 283 |
| Elkhart Unified School District 218 |
| Ellinwood Public Schools Unified School District 355 |
| Elwood Unified School District 486 |
| Emporia Unified School District 253 |
| Erie Unified School District 101 |
| Eureka Unified School District 389 |
| Fairfield Unified School District 310 |
| Fort Scott Unified School District 234 |
| Fredonia Unified School District 484 |
| Galena Unified School District 499 |
| Garden City Unified School District 457 |
| Gardner Edgerton Unified School District 231 |
| Garnett Unified School District 365 |
| Geary County Schools Unified School District 475 |
| Girard Unified School District 248 |
| Goddard Unified School District 265 |
| Golden Plains Unified School District 316 |
| Goodland Unified School District 352 |
| Great Bend Unified School District 428 |
| Greensburg Unified School District 422 |
| Hamilton Unified School District 390 |
| Haven Public Schools Unified School District 312 |
| Haviland Unified School District 474 |
| Hays Unified School District 489 |
| Haysville Unified School District 261 |
| Herington Unified School District 487 |
| Hiawatha Unified School District 415 |
| Holton Unified School District 336 |
| Hoxie Community Schools Unified School District 412 |
| Hugoton Public Schools Unified School District 210 |
| Hutchinson Public Schools Unified School District 308 |
| Independence Unified School District 446 |
| Iola Unified School District 257 |
| Jayhawk Unified School District 346 |
| Jefferson County North Unified School District 339 |
| Kansas City Unified School District 500 |
| Kaw Valley Unified School District 321 |
| Kinsley-Offerle Unified School District 347 |
| Kismet-Plains Unified School District 483 |
| Labette County Unified School District 506 |
| LaCrosse Unified School District 395 |
| Lansing Unified School District 469 |
| Lawrence Unified School District 497 |
| Leavenworth Unified School District 453 |
| Leoti Unified School District 467 |
| Leroy-Gridley Unified School District 245 |
| Liberal Unified School District 480 |
| Lincoln Unified School District 298 |
| Logan Unified School District 326 |
| Lyons Unified School District 405 |
| Macksville Unified School District 351 |
| Madison-Virgil Unified School District 386 |
| Maize Unified School District 266 |
| Manhattan Unified School District 383 |
| Marais des Cygnes Valley Unified School District 456 |
| Marmaton Valley Unified School District 256 |
| Marysville Unified School District 364 |
| McPherson Unified School District 418 |
| Minneola Unified School District 219 |
| Mulvane Unified School District 263 |
| Neodesha Unified School District 461 |
| Newton Unified School District 373 |
| Nickerson Unified School District 309 |
| Northeast Unified School District 246 |
| Northern Valley Unified School District 212 |
| Oberlin Unified School District 294 |
| Olathe Unified School District 233 |
| Osage City Unified School District 420 |
| Osawatomie Unified School District 367 |
| Osborne County Unified School District 392 |
| Oswego Unified School District 504 |
| Ottawa Unified School District 290 |
| Paola Unified School District 368 |
| Paradise Unified School District 399 |
| Parsons Unified School District 503 |
| Pawnee Heights Unified School District 496 |
| Pike Valley Unified School District 426 |
| Pittsburg Unified School District 250 |
| Pleasanton Unified School District 344 |
| Pratt Unified School District 382 |
| Rawlins County Unified School District 105 |
| Republic County Hillcrest Rural Schools Unified School District |
| Riverton Unified School District 404 |
| Rock Hills Unified School District 107 |
| Rolla Unified School District 217 |
| Rural Vista Unified School District 481 |
| Russell County Unified School District 407 |
| Salina Unified School District 305 |
| Seaman Unified School District 345 |
| Sedgwick Public Schools Unified School District 439 |
| Shawnee Heights Unified School District 450 |
| Shawnee Mission Public Schools Unified School District |
| Skyline Schools Unified School District 438 |
| Smith Center Unified School District 237 |
| Solomon Unified School District 393 |
| South Barber Unified School District 255 |
| South Brown County Unified School District 430 |
| South Haven Unified School District 509 |
| Southern Cloud Unified School District 334 |
| Stafford Unified School District 349 |
| Stanton County Unified School District 452 |
| Stockton Unified School District 271 |
| Sublette Unified School District 374 |
| Syracuse Unified School District 494 |
| Topeka Public Schools Unified School District 501 |
| Triplains Unified School District 275 |
| Turner U  nified School District 202 |
| Ulysses Unified School District 214 |
| Uniontown Unified School District 235 |
| Valley Center Public Schools Unified School District 262 |
| Valley Heights Unified School District 498 |
| Vermillion Unified School District 380 |
| Wabaunsee East Unified School District 330 |
| WaKeeney Unified School District 208 |
| Wallace County Schools Unified School District 241 |
| Wathena Unified School District 406 |
| Wellington Unified School District 353 |
| Weskan Unified School District 242 |
| West Elk Unified School District 282 |
| Wheatland Unified School District 292 |
| Wichita Unified School District 259 |
| Winfield Unified School District 465 |
| Woodson Unified School District 366 |

**Appendix B: Districts and Schools On Improvement for 2010-11**



**Appendix B Cont’d: Districts and Schools On Improvement for 2010-11**



**APPENDIX C: District/Building Access to Technology**

Eligibility requirements outlined in the RFP apply—being listed in this section is intended ONLY to provide data for priority points ***IF ELIGIBLE***. The data outlined below is currently report on the Principal’s Building Report as the number of instructional computers in the school. KSDE analyzed this and September 20 enrollment data to determine a student to computer ratio. Ranking those schools with the least amount of access to technology. was then computed. Based on this recent data, priority points will be awarded to Districts applying on behalf of schools with:

1. A ratio higher than 5 students per computer: 10 priority points
2. A ratio between 3.00 and 4.99 per computer: 5 priority points
3. Top 10% of Districts with the highest student per computer ratio: 5 priority points

| **USD** | **Name of District** | **Name of Building** | **Tot # of Computer** | **Tot # of Student** | **Student per Computer** |
| --- | --- | --- | --- | --- | --- |
| D0500 | KANSAS CITY | John Fiske Elem | 120 | 1074 | 8.95 |
| D0336 | HOLTON | Colorado Elem | 34 | 264 | 7.76 |
| D0480 | LIBERAL | Washington Elem | 50 | 375 | 7.50 |
| D0202 | TURNER-KANSAS CITY | Turner Early Learning Center | 63 | 472 | 7.49 |
| D0260 | DERBY | Park Hill Elementary | 58 | 407 | 7.02 |
| D0508 | BAXTER SPRINGS | Lincoln Elem | 46 | 305 | 6.63 |
| D0259 | WICHITA | Colvin Elem | 132 | 867 | 6.57 |
| D0480 | LIBERAL | Southlawn Elem | 50 | 319 | 6.38 |
| D0465 | WINFIELD | Webster Elem | 17 | 103 | 6.06 |
| D0249 | FRONTENAC | Frontenac Jr. High | 37 | 207 | 5.59 |
| D0500 | KANSAS CITY | Eugene Ware Elem | 60 | 327 | 5.45 |
| D0475 | JUNCTION CITY | Custer Hill Elem | 66 | 348 | 5.27 |
| D0441 | SABETHA | Wetmore Elem | 24 | 126 | 5.25 |
| D0443 | DODGE CITY | Miller Elem | 146 | 765 | 5.24 |
| D0233 | OLATHE | Arbor Creek Elementary | 135 | 703 | 5.21 |
| D0233 | OLATHE | Regency Place Elementary | 135 | 698 | 5.17 |
| D0233 | OLATHE | Manchester Park Elementary | 135 | 689 | 5.10 |
| D0233 | OLATHE | Sunnyside Elementary School | 135 | 680 | 5.04 |
| D0493 | COLUMBUS | Park Elem | 41 | 205 | 5.00 |
| D0368 | PAOLA | Cottonwood Elem | 88 | 430 | 4.89 |
| D0418 | MCPHERSON | Lincoln Elem | 55 | 264 | 4.80 |
| D0371 | MONTEZUMA | Montezuma Elem | 23 | 109 | 4.74 |
| D0250 | PITTSBURG | Westside Elem | 91 | 430 | 4.73 |
| D0480 | LIBERAL | Lincoln Elem | 47 | 221 | 4.70 |
| D0500 | KANSAS CITY | Hazel Grove Elem | 114 | 533 | 4.68 |
| D0383 | MANHATTAN | Amanda Arnold Elem | 98 | 454 | 4.63 |
| D0469 | LANSING | Lansing Elementary School | 230 | 1062 | 4.62 |
| D0416 | LOUISBURG | Rockville Elementary School | 89 | 396 | 4.45 |
| D0233 | OLATHE | Heatherstone Elem | 135 | 600 | 4.44 |
| D0418 | MCPHERSON | Washington Elem | 53 | 235 | 4.43 |
| D0499 | GALENA | Spring Grove Primary Center | 55 | 243 | 4.42 |
| D0383 | MANHATTAN | Theo Roosevelt Elem | 73 | 322 | 4.41 |
| D0493 | COLUMBUS | Highland Elem | 32 | 140 | 4.38 |
| D0500 | KANSAS CITY | Frank Rushton Elem | 82 | 356 | 4.34 |
| D0233 | OLATHE | Ravenwood Elementary | 135 | 586 | 4.34 |
| D0435 | ABILENE | Kennedy Elem | 57 | 247 | 4.33 |
| D0473 | CHAPMAN | Enterprise Elem | 24 | 104 | 4.33 |
| D0377 | ATCHISON CO COMM SCHOOLS | Atchison County Community JR/SR High | 85 | 355 | 4.18 |
| D0320 | WAMEGO | Central Elem | 79 | 329 | 4.16 |
| D0511 | ATTICA | Puls Elem | 30 | 124 | 4.13 |
| D0480 | LIBERAL | Garfield Elem | 59 | 242 | 4.10 |
| D0405 | LYONS | Lyons Park Elementary | 64 | 260 | 4.06 |
| D0353 | WELLINGTON | Washington Elem | 45 | 182 | 4.04 |
| D0243 | LEBO-WAVERLY | Waverly Elem | 31 | 125 | 4.03 |
| D0254 | BARBER COUNTY NORTH | Medicine Lodge Grade School | 62 | 249 | 4.02 |
| D0345 | SEAMAN | Logan Elementary | 145 | 581 | 4.01 |
| D0105 | RAWLINS COUNTY | Rawlins County Elementary | 43 | 172 | 4.00 |
| D0480 | LIBERAL | MacArthur Elem | 57 | 227 | 3.98 |
| D0321 | KAW VALLEY | Rossville Elem | 100 | 397 | 3.97 |
| D0233 | OLATHE | Cedar Creek Elem | 135 | 534 | 3.96 |
| D0345 | SEAMAN | Seaman Middle School | 146 | 576 | 3.95 |
| D0102 | CIMARRON-ENSIGN | Cimarron Elem | 100 | 394 | 3.94 |
| D0233 | OLATHE | Brougham Elem | 135 | 530 | 3.93 |
| D0446 | INDEPENDENCE | Eisenhower Elem | 132 | 518 | 3.92 |
| D0306 | SOUTHEAST OF SALINE | Southeast Saline Elem | 89 | 349 | 3.92 |
| D0497 | LAWRENCE | Kennedy Elem | 86 | 335 | 3.90 |
| D0454 | BURLINGAME | Burlingame Elementary | 45 | 175 | 3.89 |
| D0416 | LOUISBURG | Broadmoor Elementary | 104 | 399 | 3.84 |
| D0233 | OLATHE | Indian Creek Elem | 135 | 515 | 3.81 |
| D0233 | OLATHE | Madison Place Elementary | 135 | 513 | 3.80 |
| D0475 | JUNCTION CITY | Jefferson Elem | 99 | 376 | 3.80 |
| D0435 | ABILENE | McKinley Elem | 58 | 219 | 3.78 |
| D0500 | KANSAS CITY | Stony Point North | 96 | 362 | 3.77 |
| D0233 | OLATHE | Countryside Elementary | 135 | 504 | 3.73 |
| D0259 | WICHITA | Gammon Elem | 118 | 439 | 3.72 |
| D0259 | WICHITA | Woodman Elem | 196 | 728 | 3.71 |
| D0259 | WICHITA | Benton Elem | 94 | 349 | 3.71 |
| D0475 | JUNCTION CITY | Eisenhower Elem | 72 | 267 | 3.71 |
| D0419 | CANTON-GALVA | Canton-Galva Elem at Canton | 41 | 152 | 3.71 |
| D0259 | WICHITA | Buckner Performing Arts Magnet | 116 | 429 | 3.70 |
| D0313 | BUHLER | Union Valley Elem | 119 | 440 | 3.70 |
| D0247 | CHEROKEE | Cherokee Elem | 59 | 218 | 3.69 |
| D0270 | PLAINVILLE | Plainville Elem | 68 | 251 | 3.69 |
| D0495 | FT LARNED | Hillside Elem | 35 | 129 | 3.69 |
| D0497 | LAWRENCE | Quail Run Elementary | 129 | 474 | 3.67 |
| D0480 | LIBERAL | McDermott Elem | 82 | 301 | 3.67 |
| D0407 | RUSSELL COUNTY | Simpson Elem | 56 | 205 | 3.66 |
| D0223 | BARNES | Linn Elem | 35 | 128 | 3.66 |
| D0373 | NEWTON | Sunset Elem | 115 | 420 | 3.65 |
| D0233 | OLATHE | Mahaffie Elem | 135 | 493 | 3.65 |
| D0267 | RENWICK | Colwich Elem | 86 | 314 | 3.65 |
| D0437 | AUBURN WASHBURN | Farley Elementary | 151 | 551 | 3.65 |
| D0259 | WICHITA | Price-Harris Communications Magnet | 121 | 441 | 3.64 |
| D0352 | GOODLAND | West Elementary | 60 | 218 | 3.63 |
| D0259 | WICHITA | Washington Accelerated Learning | 188 | 683 | 3.63 |
| D0233 | OLATHE | Bentwood Elem | 135 | 490 | 3.63 |
| D0384 | BLUE VALLEY | Olsburg Elem | 24 | 87 | 3.63 |
| D0259 | WICHITA | McCollom Elem | 113 | 407 | 3.60 |
| D0345 | SEAMAN | North Fairview | 85 | 305 | 3.59 |
| D0259 | WICHITA | Allen Elem | 149 | 534 | 3.58 |
| D0214 | ULYSSES | Hickok Elem | 145 | 518 | 3.57 |
| D0233 | OLATHE | Briarwood Elem | 135 | 479 | 3.55 |
| D0382 | PRATT | Southwest Elem | 80 | 282 | 3.53 |
| D0262 | VALLEY CENTER | Valley Center Middle School | 180 | 633 | 3.52 |
| D0449 | EASTON | Pleasant Ridge Elementary | 54 | 189 | 3.50 |
| D0500 | KANSAS CITY | Coronado Middle | 129 | 451 | 3.50 |

**DISTRICT DATA:** KSDE Research Team computed those districts with the highest ratio of students per computer. The Districts with the highest ratio of students per computer were then ranked and results represent those falling in the top 10% of Kansas School districts with a need for technology:

|  |  |  |
| --- | --- | --- |
| D0102 | Cimarron-Ensign | |
| D0105 | Rawlins County | |
| D0202 | Turner-Kansas City | |
| D0233 | Olathe | |
| D0262 | Valley Center Pub Sch | |
| D0264 | Clearwater | |
| D0288 | Central Heights | |
| D0290 | Ottawa | |
| D0313 | Buhler | |
| D0327 | Ellsworth | |
| D0345 | Seaman | |
| D0350 | St John-Hudson | |
| D0368 | Paola | |
| D0373 | Newton | |
| D0377 | Atchison Co Comm Schools | |
| D0383 | Manhattan-Ogden | |
| D0416 | Louisburg | |
| D0418 | McPherson | |
| D0423 | Moundridge | |
| D0437 | Auburn Washburn | |
| D0441 | Sabetha | |
| D0449 | Easton | |
| D0450 | Shawnee Heights |
| D0454 | Burlingame Public School |
| D0458 | Basehor-Linwood |
| D0464 | Tonganoxie |
| D0469 | Lansing |
| D0475 | Geary County Schools |
| D0480 | Liberal |

**APPENDIX D: RESEARCH RESOURCES**

**Kansas Technology Rich Classroom website**[www.kansastrc.org](file:///C:\Users\StanleyHome\Documents\Melinda%20Work%20Stuff\EETT\www.kansastrc.org)

**KSDE Profiles of the 21st Century Learner/Learning Environment**[www.ksde.org/learn21](file:///C:\Users\StanleyHome\Documents\Melinda%20Work%20Stuff\EETT\www.ksde.org\learn21)

**US Department of Education's National Education Technology Plan  
*Transforming American Education: Learning Powered By Technology*** [www.ed.gov/technology](file:///C:\Users\StanleyHome\Documents\Melinda%20Work%20Stuff\EETT\www.ed.gov\technology)

**Partnership for 21st Century Skills**<http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120>

**International Society for Technology in Education (ISTE)   
*National Educational Technology Standards (NETS) for Students, Teachers and Administrators*** [www.iste.org](http://www.iste.org/Content/NavigationMenu/NETS/NETS_Refresh_Forum_Meetings/ISTENETS_Refreshed_S4Jan07.pdf)

**Blooms 2.0 (aka Digital Blooms): A Focus on Higher Order Thinking**<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>

**Consortium of School Networking (COSN)**Empowering the 21st Century Superintendent initiative:[http://www.cosn.org/Initiatives/EmpoweringSuperintendents/SuperintendentHome/tabid/5098/Default.aspx](http://www.cosn.org/Initiatives/EmpoweringSuperintendents/SuperintendentHome/tabid/5098/Default.aspx%20)   
Participatory Learning in Schools: Leadership and Policy in a mobile, Web 2.0 world  
<http://www.cosn.org/Initiatives/Web2/tabid/5428/Default.aspx>

**SETDA, Partnership of 21st Century Skills & ISTE Report  
*Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System***<http://www.setda.org/web/guest/maximizingimpactreport>

**Intel Education Professional Learning for Educators  
Intel TEACH Thinking with Technology & Intel TEACH Elements Courses**http://www.intel.com/about/corporateresponsibility/education/programs/intelteach\_us/program.htm

**APPENDIX E: STATEMENT OF ASSURANCES**

We, as an eligible recipient(s) for funds under the No Child Left Behind Act of 2001, hereby grant the following assurances:

* The LEA assures and certifies compliance with the regulations, policies and requirements as they relate to the acceptance and use of federal funds for programs included in this application.
* The LEA certifies to having an approved Technology Plan on file with the Kansas State Department of Education or has obtained a waiver or extension.
* The LEA certifies compliance with Children’s Internet Protection Act (CIPA) regulations, policies and requirements.
* The LEA assures that timely and meaningful consultation with appropriate private school officials during the design and development of programs has occurred and that continued consultation throughout the implementation of the programs.
* The LEA agrees to carry out the project as proposed in the application.
* The LEA assures that the key project personnel (TRC Facilitator, Participating Teachers, Leadership, etc..) will be provided that possess any required prerequisite skills.
* The LEA assures that the TRC facilitator will dedicate a minimum of 20 hours per week to the TRC project and be available to coach, mentor, co-teach, model lessons, and provide extensive classroom level support to the participating teachers during identified content-area focus instruction.
* None of the monies received through Enhancing Education Through Technology *(Ed Tec*h) Grants shall be used to replace funds for existing programs that are a responsibility of the school district. *Ed Tech* Funds may be used to supplement not supplant regular education programs.
* The LEA assures that the minimum required 8 days of professional development will be conducted as outlined.
* The LEA assures that the project team will attend ***all required meetings*** as published in the application timeline.
* The LEA assures that the required access to technology, Web 2.0 tools, Internet access, and technical support will be provided to support the TRC Classrooms. This includes having equipment installed and operational by August 1, 2011.
* The LEA assures that a minimum of 25% of the grant dollars will be expended on professional development.
* The LEA assures that the project team will partner with the State's researcher to participate in all required data collection and research activities according to state and/or federal deadlines.
* The LEA assures that prior approval from KSDE TRC Director will be sought prior to implementing any programmatic changes with respect to the purpose for which the grant was awarded.
* **The LEA assures its commitment to LONG TERM success of the TRC Team and will NOT undermine the progress made by TRC Team by removing, sharing, or redistributing the hardware, software, and resources provided to the TRC Teachers through this Grant.** This includes subsequent school years after the formal grant activities end. Teachers make significant instructional shifts, relying on access to this technology, and should not be required to ‘go back’. Sanctions may include but are not limited to removal of the equipment funded through this project.
* The LEA will comply with all reporting requirements of KSDE, Enhancing Education Through Technology (Title IID),
* All requested information related to grant activities will be provided to KSDE in a timely manner.
* Sanctions may include but are not limited to reduction or revocation of grant award.

To the best of my knowledge, information in this application is correct. The governing body of the applicant has authorized this application and the applicant agrees to administer its project and to expend the funds awarded to the applicant in accordance with its approved project budget and all applicable statutes and regulation governing the program.

|  |  |
| --- | --- |
| **Lead (Fiscal) Agency (LEA ): USD #\_\_\_\_\_\_\_\_\_\_\_** |  |
| Print Name of Superintendent | Signature of Superintendent/Director |
| Billing Address, City, State, Zip | Date |

**Partner LEA (if applicable): USD #\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Print Name of Superintendent | Signature of Superintendent/Director |

**Return by April 7, 2011 to:** Kansas State Department of Education Attn: Melinda Stanley  
120 SE 10th Ave, Topeka, KS 66612